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ABSTRACT

Montana is experiencing three types of teacher shortages, each requiring different intervention strategies. These situations include shortages in specific subject areas, most notably in music, special education, and foreign languages, followed closely by guidance and library; many job openings, caused by rapid enrollment growth, a large number of retirements, or a high turnover rate; and inability to attract and retain teachers, which is especially serious in inner cities and remote locations. Strategies for specific subject areas include officially recognizing these shortages at the state level, expanding internship programs that train certified staff to switch to shortage areas, increasing the number of teachers being trained in shortage areas, and supporting collaborative efforts among districts. Strategies to address excess job openings include marketing the qualities that make Montana a great place to teach and live, designating an official statewide teacher job-listing center, designing transition programs for people with degrees outside of education, establishing portable salaries and benefits, and tailoring incentives to attract applicants. Teacher recruitment and retention could be improved by committing at the state level to provide adequate salaries, improving the retirement structure, providing a loan repayment assistance program, and designating regional centers for teacher support and services. Appendices present a summary of the American Association for Employment in Education's supply and demand survey, a summary of the Montana Office of Public Instruction's report on 1999-2000 shortages, and data on enrollment and certified staff by school district. (TD)

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WHO WILL TEACH MONTANA'S CHILDREN?

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Report for the
Certification Standards and Practices Advisory Council (CSPAC) of the
Montana Board of Public Education

February 2001

Prepared by Dori Burns Nielson, Ed. D.

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WHO WILL TEACH MONTANA'S CHILDREN?

The media is proclaiming a national teacher shortage. But there are conflicting messages. Enrollment is declining, the birth rate is down, and schools are cutting teachers because of budget limits. So we in Montana don't really have a teacher shortage — or do we?

The Certification Standards and Practices Advisory Council (CSPAC) of the Montana Board of Public Education wanted to know the implications of a teacher shortage for Montana. This study is the result of their concern about the recruiting and retention of certified school personnel in Montana schools.

This study was conducted by Dori Burns Nielson, Ed. D., a Research Associate at the University of Montana. This report was independently prepared and should not be considered a CSPAC policy paper. Data was obtained from the Montana Office of Public Instruction (OPI) and the eight teacher education programs and career placement services in Montana. Other assistance came from:

Governor's commissions on teaching
Teacher's Retirement System
Certification Standard and Practices Advisory Council (CSPAC)
Montana Rural Education Association (MREA)
Montana School Boards Association (MSBA)
Montana Small Schools Alliance
Montana Education Association-Montana Federation of Teachers (MEA-MFT)
Montana Rural Education Center

If not otherwise cited, the quotes in the report come from the MREA and MSBA *Recruitment and Retention Survey.*

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WHO WILL TEACH MONTANA'S CHILDREN?

Montana has been justly proud of its schools. Several generations of Montana students have received a high quality education, thanks to the commitment and talent of a trained teaching force and an active partnership with parents and community.

But will that always be true? Montanans are proud that this state is a good place to raise a family. But many young families – and their children – are leaving the state. Some of the best and the brightest college graduates are leaving for other states, lured by the ability to earn a living wage. This is especially true of our young teachers.

Montana is projected to need about 909 new teachers and administrators each year for the next several years. They will replace educators who retire, take positions in other states, or leave education. Educators are aging out, moving out, and checking out in alarming numbers. Without qualified teachers to replace them, the high quality education offered by Montana schools is in jeopardy.

Something has got to happen in Montana. I would love to come back to Montana to teach some day. But I have to know that I will be able to take care of my family when I have one.

D.J. Colter, UM education graduation who took a position in Washington state, in an interview with the *Missoulian*

At one time, the eight teacher education programs in Montana supplied more than enough new teachers for our schools. But the reality is that the five Montana university system programs and three private colleges have only about 900 students finishing teacher education programs each year. Montana schools could use all of them. But the current graduates don't all end up teaching, aren't necessarily prepared to teach in the fields or communities where there are openings, and aren't all staying in Montana. Only 29% of the students who finish teacher education programs in Montana – about 265 per year – are teaching in Montana one or two years after finishing college.

How did this happen? Why aren't the graduates staying in Montana? What can we do to attract teachers to Montana's schools?

Who will teach Montana's children?

WHAT TEACHER SHORTAGE?

Many government bodies and education organizations have recently conducted studies of Montana's teacher and administrator supply, recruitment, and shortages. These studies were conducted in response to growing concerns about the difficulties in recruiting and retaining teachers. Some of the studies indicate a teacher shortage crisis is coming. Others say the crisis is here.

This is not a shortage. This is a crisis.

Newsweek, October 2, 2000

An examination of these studies indicates that the shortage is here now, and that there are three different types of shortages.

Specific Subject Areas: In some subject areas, the numbers being prepared to teach or the number of available candidates will not meet the demand—for example, music, math, art, special education, and foreign languages.

Many Job Openings: Often the job openings occur in geographic areas where teacher preparation programs or candidates who live in the area can't meet the demand. The many openings may be caused by rapid enrollment growth, a large number of retirements, or a high turnover rate. Whatever the reason, schools must commit many resources to recruiting and hiring new teachers.

Inability to Attract and Retain Teachers: Shortages may occur because the job openings are located where teachers or administrators are unwilling to go – and unwilling to stay. The inability to attract candidates is especially serious in inner cities and, for much of Montana, remote locations.

To make matters even more difficult, some districts are facing all three types of shortages at the same time. Each type of shortage requires a different strategy.

SHORTAGE: SPECIFIC SUBJECT AREAS

In the Nation

National data from the American Association for Employment in Education (AAEE, formerly ASCUS) indicates that the nation faced considerable teacher shortages in 2000 in the areas of special education, bilingual education, physics, and chemistry. No areas were identified as having considerable surplus, but three areas had some surplus: physical education, health education and social studies. Only two years ago, AAEE identified 10 areas as having some surplus.

Regional shortages vary considerably from the national shortages. Montana is in AAEE's Rocky Mountain region, where the identified areas of considerable shortage were listed as bilingual education, mathematics, special education, and English as a second language (ESL). The Rocky Mountain Region also includes Wyoming, Colorado, and New Mexico. (Appendix A provides a summary of AAEE data.)

In Montana

Data from OPI's 1999-2000 Fall Report indicates that different sizes of schools have different areas of shortage. All Montana school districts responded to questions about positions that were

difficult to fill over the past few years. (Appendix B provides details from the 1999-2000 OPI survey.) The primary shortage areas differed based on district size, but some teaching areas were identified by nearly all sizes of districts. Table 1 shows that the shortages named most often include music, special education, foreign languages, and guidance.

TABLE 1
PRIMARY SHORTAGE AREAS IDENTIFIED BY DISTRICT SIZE IN MONTANA, OPI FALL REPORT, 1999-2000

District Enrollment							
Elem.	**High School**	**Music**	**Sp. Ed.**	**For. Lang.**	**Guid.**	**Library**	**Elem.**
over 2000	over 1250	X	X	X			
851-2000	401-1250	X	X	X			
401-850	201-400	X	X	X			
151-400	76-200	X	X		X		
41-150	75 or fewer	X	X		X		
40 or fewer					X	X	X
K-12 399 or fewer		X	X	X			
K-12 400 or greater		X	X	X			

Music and guidance were also identified in a 1994-95 survey done by Dr. Robert Clemens at MSU, who used a survey format similar to AAEE.

SHORTAGE: MANY JOB OPENINGS

In the Nation

National reports estimate that the U.S. will need 1.7 to 2.7 million new teachers between 2000 and 2010. The numbers vary widely because of differing predictions of enrollment growth and of the number of educators who retire or leave education. The numbers of newly prepared teachers who actually become teachers and the future status of the economy are also impacting factors. (A healthy economy tends to draw teachers into other fields.) Even using an average or moderate estimate, the nation is likely to need 2.2 million new teachers by 2010, which would mean about 220,000 per year. National data indicates that currently about 200,000 new teachers are being prepared each year – not quite enough to fill national demands.

At the national level, K-12 enrollment is beginning to level out. In 1999, elementary enrollment increased very little, and in 2000 the high school numbers were almost level with the prior year. However, a shifting population will cause a tidal wave of enrollment increases in six states: California, Nevada, Arizona, North Carolina, Massachusetts, and Rhode Island. The first three of those states are currently recruiting heavily in Montana.

The wave of teachers hired to teach baby boomers in the 1960s and early 1970s has reached retirement age. They are creating a retirement wave as they leave the classrooms. Add to that an economy that offers jobs outside of education to teachers, and the classrooms become even more deserted.

Federal policies and programs also contribute to an increasing demand for teachers. Small class size initiatives, increased special education and Title I regulations, and other federal requirements provide incentives and assistance to put more teachers in the schools. The federal reduced class size initiative appears to be having an effect on education that is somewhat opposite the intended purpose. Since more job openings are available in all types of schools, the credentialed and experienced teachers are being drawn to the schools with resources, leaving inexperienced and often non-credentialed teachers in the low-income or less attractive schools. Thus better teachers are drawn to the higher quality schools that now have smaller classes, while teacher quality and experience may decline in the poorer and less attractive schools – which then have many new job openings to fill.

In Montana

Planning and hiring staff for Montana schools has been an unstable experience over the past decade. OPI's 1999-2000 Fall Report survey indicated that 148 positions were vacated because of non-renewal of contract, many because of reduction in force. (Appendix B presents summary data from the OPI report.) The ability to plan and manage budgets has been difficult because funding has not kept pace with inflation over the past several years. And it has been made much more difficult by the unpredictable nature of enrollment, retirement, and turnover.

Enrollment: Montana public school enrollment held rather steady through the 1980s, slowly declining to 151,149 in 1989-90. Then elementary enrollment grew by 6% and high school enrollment by 18% through 1995-96, and school districts struggled to adjust their staffing.

Enrollment unexpectedly began to drop in 1996-97. By 2000-01, elementary enrollment had declined by 10% from the high in 1995-96. High school enrollment peaked in 1998-99 and is now slowly declining each year. (Appendix C shows individual district enrollment for 1999-2000.) These changes have forced schools to constantly adjust their staff between subject areas and grade levels. That kind of adjustment is very difficult unless teachers are certified and endorsed in many areas.

Retirement and Turnover: Montana employs roughly 13,000 certified staff in the public schools. Several of those staff are part-time, so there are about 12,000 full-time equivalents (FTE). Certified staff includes teachers, administrators, and various specialists. Table 2 lists the FTE for different classifications of certified staff. (Appendix C includes the number of certified FTE for each Montana district in 1999-2000.)

TABLE 2
MONTANA FULL-TIME EQUIVALENT (FTE) CERTIFIED STAFF
1999-2000

Teachers – classroom, Title I, special education	10,353
Specialists – library, guidance counselors, psychologists	853
Superintendents, principals, assistants	654
Other administrators, program coordinators, and directors	156
Total	12,016

A high portion of the certified staff is at or near retirement age. Teacher's Retirement System (TRS) data indicates that the annual number of retirements has increased from 283 in 1990 to 523 in 2000, an 85% increase. Despite this increase, both the average number of years of service and the average age at retirement increased by more than two years during that time.

TRS data indicates that about 95% of the retirements are from the K-12 system – 495 of the 523

retirees in 2000. Based on that information, an additional 1,681 TRS members could retire from the K-12 systems. (That number includes those in the TRS system who are at least 50 years old and has at least 25 years of service.) By 2006, an additional 1,568 of currently employed educators will have moved into that category. Clearly, a high number of retirements will continue for the next several years.

However, retirements are not the only loss to the system. The OPI survey indicates that for every 100 teachers who were reported as retiring in the last few years, about 50 were reported as taking positions out of state, 27 leaving education, 26 taking leaves or going back to school, and 82 moving to other positions within the state. Another 38 had their positions eliminated or their contracts not renewed. It is unknown whether those individuals remained in education or in the state.

It's not just salary that makes the difference anymore. The problem is there are not enough teachers out there. Teachers' salaries haven't kept up with the business world. They are going into other professions.

Jim Reidlinger, Superintendent, Outlook Public School

Applying that ratio to the most recent three-year average of the number of the K-12 retirements (448) as a conservative estimate, there could be 1,276 total positions to fill next year. This represents about 10% of the certified K-12 staff in Montana. Based on data from the OPI survey, approximately 367 of those jobs will be filled by teachers moving from one school to another. But that leaves 909 positions to fill with teachers who were not in the system the year before – newly certified teachers, teachers from out of state, or teachers who "stopped out" to go to school or raise a family. Table 3 shows projections of turnover, based on information obtained by the OPI survey.

TABLE 3
PROJECTIONS OF ANNUAL TURNOVER OF CERTIFIED STAFF IN MONTANA SCHOOLS IN 2000

Retired	448
Obtained position out of state	224
Left education	121
Back to school/leaves/sabbatical	116
Out of MT education	909
Obtained other positions in state	367
Total positions to fill	**1,276**
Positions eliminated, not renewed	170

With so many positions to fill, most of Montana's districts will be impacted. Assuming slight enrollment declines and reductions of about 170 positions for budget and enrollment reasons, about one in every 10 positions will need to be filled next year. Most of the districts in Montana have no personnel trained to work with hiring, no processes to aggressively recruit, and no funding for raising salaries or giving hiring incentives. In addition, Montana job openings are likely to be posted late in the year. By the time Montana jobs are posted, out-of-state districts have already made solid contract offers.

Districts such as Missoula and Bozeman are still attractive to new teachers, despite the low Montana salaries. These communities have a pool of new graduates right in their communities. But where they once had 115 applicants for a job, they now have only 40. Districts that only

received four or five applications in the past may now receive only one, and they find that they lost the ability to be selective in their hiring.

Unlike Montana, several states and school districts in the West are experiencing substantial growth. Many districts in Nevada, California, and other states have developed successful strategies for recruiting elsewhere. The recruiters are likely to be professionally trained human resources personnel who use business strategies to recruit new graduates and experienced staff. The aggressive recruiters can offer beginning salaries of about $30,000. They often add moving expenses, signing bonuses, help with loan repayment and obtaining low-interest home mortgages, education expenses for advanced college degrees, generous professional development opportunities, mentoring, full medical benefits, or free rent while searching for housing. They target shortage areas – most often special education, music, and mathematics – and entice staff away. They focus on the brightest and best candidates.

Las Vegas is a classic example of successful recruitment tactics. Their school population has doubled since 1990, to 230,000 students, more than enrolled in all of Montana. Their districts add about 1,000 kids a month. They recruited 1,300 new teachers for the 2000-01 school year from 42 states, including Montana. They will need about 1,500 new teachers next year. They offer generous salaries and benefits packages.

SHORTAGE: INABILITY TO ATTRACT AND RETAIN TEACHERS

The number of students who complete Montana education programs would be enough to fill the open K-12 positions in Montana – if they stay in Montana, stay in education, are willing to live where the jobs are available, and are certified in the appropriate subject areas. An unpublished study of Montana teacher education programs indicates that about 900 students complete teacher education programs in Montana universities or colleges each year. (The study will be available from the author of this paper in the spring of 2001.) Table 4 shows the number teaching in Montana by college.

TABLE 4
MONTANA TEACHER EDUCATION PROGRAM COMPLETERS, 1996-97 AND 1997-98

College	*Completers* 2-year total	*with MT certification* number	percent	*teaching in MT 1999-2000* number	percent
UM, Missoula	443	332	75%	113	26%
WMC of UM, Dillon	223	173	74%	56	24%
MSU – Bozeman	506	416	82%	133	26%
MSU – Billings	336	124	37%	101	30%
MSU – Havre	125	66	53%	60	48%
Carroll, Helena	67	19	28%	18	27%
Rocky Mountain, Billings	30	8	27%	7	23%
UGF, Great Falls	90	51	57%	44	49%
Total	1,830	1,189	65%	532	29%

However, a match with the certification records in Montana indicates that no more than 65% are certified in Montana. And only 29% of the students who complete education programs in Montana are teaching in the accredited schools of Montana one and two years later. (This includes Montana's public schools and 11 private accredited schools.)

The 35% who did not obtain Montana certification probably did not intend to teach in Montana, or perhaps did not intend to teach at all. A few may be teaching in non-public schools that are not accredited, in preschools, or in some other educational settings in Montana. But many education graduates leave the state to teach.

To add to the problem, many teachers don't remain in education. Studies indicate that from 22% to 29% of teachers leave the profession in the first three to five years of teaching. That figure may seem high, but surveys of college graduates indicate that when students leave college they already are thinking about possible career changes. Other fields experience high losses in the first few years, too. In fact, about 50% of graduates in other fields say they'll probably change careers at some point, compared to about 19% of teacher education graduates. As long as the economy flourishes and other jobs are available, many teachers will find that they are well prepared for several other careers.

Teacher job fairs have been held for several years on at least three campuses in Montana – Missoula, Billings, and Bozeman. Recruiters from Montana and out-of-state districts meet with interested candidates. In 1996 more than 1,000 teaching candidates registered for the UM job fair. In 2000 the number had dropped to 550, nearly in half. But the number of recruiters nearly doubled – and the increase isn't from within the state. In 1996 there were 116 recruiters, in 2000 there were 220. And the recruiters have become more aggressive. Alaska and other locations had contracts available to sign on the spot.

> *Over the past few years we've started these state-sponsored raids. We really need teachers down here.*
>
> Ron Burton, program specialist with the Florida Department of Education (the state paid for 19 districts to travel to Missoula to recruit teachers), in an interview with the *Missoulian*

In addition to identifying teaching fields with shortages, the OPI Fall Report 1999-2000 survey also indicated that districts were having a great deal of difficulty attracting and retaining certified staff, for several reasons:

- All sizes of districts cite multiple assignments or part-time positions as the reason positions are hard to fill.
- All sizes of districts cite low salaries and inability to provide benefits.
- All sizes of districts except the largest (AA districts) cite remoteness and personal and professional isolation.
- Two-thirds of the difficulties hiring elementary teachers are in small elementary districts with 40 or fewer students.

A recent survey by MSBA and MREA reinforced those findings. Over 80% of respondents indicated districts were having considerable difficulty hiring certified staff and had seen a considerable decrease in the number of applicants. Specific problem areas include low salaries, lack of benefits, and undesirable locations.

Part-Time and Multiple-Assignment Positions School districts of all sizes identified part-time or multiple-subject assignments as creating the most difficulty in hiring. In a very rural state with many small schools, staff must fill many roles. To teach in most Montana districts (outside of the largest ones), teachers are required to teach in more than one subject area. Often they are

asked to coach, and they might be needed as a part-time guidance counselor or principal as well. That requires a broad base of coursework for the appropriate certification. It also demands a great deal of daily preparation.

We are the ones being interviewed nowadays, not us interviewing the candidates.

Sandra Stellflug, Superintendent, Saco Public Schools

It would be ideal if all teachers had a major in the subjects they taught. But in small schools, the numbers of students do not warrant full-time teachers for a single subject area. Music, foreign languages, art, vocational courses, and other difficult-to-fill positions are most likely to be part-time positions. Since most of Montana's schools are small – in 1999-2000, 65% of the districts enrolled fewer than 200 students – the difficulty is widespread. To make matters worse, these positions are often the most unstable. They are first to be placed on the chopping block when resources are tight. Teachers are understandably reluctant to take jobs that may be the first ones cut the next year.

The teacher education programs in Montana do a commendable job of preparing teachers to be certified and endorsed in several areas. However, national studies and policies often assume that if teachers do not have majors in a subject area, they are uncertified. Montana teachers have been misrepresented in a number of national studies as "uncertified." In fact they are endorsed in the areas, but they do not have majors in each of the subjects they teach. Montana would face an incredible teacher shortage if teachers were required to obtain a major in each of the two to five subjects they must teach in small-town Montana.

Salaries and Benefits: Low salaries and lack of benefits were cited as the second highest reason positions are difficult to fill. They were also identified as the second highest reason for turnover of certified staff. Montana teachers' salaries have slowly slipped further and further behind. They are currently at about 78% of the national average. In 1983, Montana teachers' salaries were 26th in the nation, very close to the national average. By 1989-90, Montana had slipped to 37th, and in 1999-2000 to 46th. (These comparisons exclude the District of Columbia). The average Montana teacher's salary of $32,121 is now $9,454 lower than the national average of $41,575. We're nearly $1,000 behind New Mexico, the next closest state.

We have teachers in our system who qualify for the free or reduced lunch programs. One has been a teacher here for three years. What a shame.

Doug Walsh, Superintendent, Ennis

Benefits are also low. Studies of small school budgets and salaries in Montana indicate that teachers in the smallest districts often receive very limited benefits. Several small districts offer no health insurance, or teachers may be given a small contribution toward providing their own insurance. Some teachers may receive housing or mileage allowances for remote locations. Opportunities for professional development may be no more than allowing designated days to attend meetings or workshops at personal expense.

Beginning salaries are often the key attraction for new teachers. In addition to establishing careers and families, the average college student with loans owed $17,000 in 1999. That amount is estimated to be $19,000 in 2001. New teachers are also required to earn college credits to renew their initial teacher certification. This carries a price tag of about $3,000. It's easy for graduates to understand that a beginning salary of $18,000 to $20,000 with limited benefits is not

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likely to meet their immediate financial obligations. And most of them can find a teaching position elsewhere that offers a salary of $30,000, with financial assistance for moving expenses, obtaining college credits, and repaying loans.

Average beginning salaries are difficult to calculate in states that have no statewide salary schedule, like Montana. However, the American Federation of Teachers (AFT) places Montana's beginning salary at $21,676. This is about $5,000 below the national average salary, ranking Montana 45th among the states. (Only South Dakota, Mississippi, Arkansas, Idaho, and North Dakota are lower.) Table 5 lists beginning salaries for selected states from AFT's report.
A review of reports on beginning salaries from MEA, the Class C survey, and the Rural School

TABLE 5
AVERAGE BEGINNING SALARY, 1998-99

Rocky Mountain Region & Surrounding States		States that recruit Montana teachers	
		Alaska	$32,884
Colorado	$25,489	California	$29,105
New Mexico	$24,393	Oregon	$28,589
Wyoming	$22,836	Nevada	$28,482
Montana	**$21,676**	**US Average**	**$26,639**
South Dakota	$21,376	Texas	$26,261
Idaho	$20,814	Arizona	$26,163
North Dakota	$19,136	Washington	$23,645
		Utah	$22,957

survey indicate that at least 55% of the districts offered beginning salaries of less than $20,000 in 1999-2000. Only about 20 districts (6%) could be found where beginning salaries exceeded $21,500. Those figures make it virtually impossible for the Montana average beginning salary in 1998-99 to be as high as reported by the AFT. In reality, Montana beginning teacher salaries probably rank lower than 45th.

The AFT number may be overly optimistic because their figures are projections, which are based on still more projections. The annual teachers' salary reported by MEA and others groups is based on statewide data that was last gathered by OPI in the early 1990s. Since that time, projections of annual salary changes have been used to generate average statewide salary figures. In the meantime, the many retirements that have taken place have reduced the number of higher paid long-term employees and increased the number of new teachers who are much lower on the salary scale, thus lowering overall averages. It is past time for a new Montana statewide survey of certified staff salaries.

Montana's retirement system is not an attraction, either. The highest retirement option from TRS only allows for retirement benefits of one-half the average salary earned over a three-year period. The TRS retirement package doesn't include insurance benefits. Clearly, many retired teachers still need a job. They would be obvious choices to fill part-time or temporary teaching posts. But if retired teachers choose to teach part-time and retain their retirement benefits, they can only earn one-third of their former salary. As a result, many TRS retirees end up working in jobs outside education where they have no earning penalty, and they may even get insurance benefits. Or they may leave the state to teach elsewhere.

Rural Isolation: Issues related to rural isolation were identified as the third most common problem filling positions. Those reasons were also identified as the primary reasons for teacher turnover. Almost all rural residents in Montana have to travel great distances for amenities and services, have limited social activities, enjoy fewer opportunities for family members, and experience personal and professional isolation. Montana winters add to the isolation and remoteness.

Montana's population is sparse, averaging only about six people per square mile, and only slightly over one K-12 student per square mile. Many of the schools are far from population centers, medical and dental facilities, entertainment opportunities, and services. Teachers in many small districts are isolated from professional or social interaction, have difficulty finding housing, and have heavy workloads because of multiple assignments. Because of the small staff size and lack of peers within their school district or area, many rural schools teachers do not have the opportunity to receive support or mentoring from other staff members. They may not even have the opportunity to share concerns and ideas with other teachers on a regular basis.

Rural people are so widely dispersed that they are politically invisible.

Elizabeth Beeson, *Why Rural Matters*

Small Elementary Districts: Montana still has more than 100 elementary districts with 40 or fewer students. In 1999-2000, 73 of these districts had one teacher. These districts have no administrative staff, and almost no other certified staff except some library and guidance services. They sometimes spend nearly as much employing a clerk as they do employing a teacher. The average salaries paid in these districts are often extremely low, many in the $12,000 to $19,000 range, with few benefits. These districts are beginning to feel a severe shortage of teachers willing to work in their schools.

Simplistic solutions propose closing small districts that can't find teachers. Closing small districts may reduce the rural isolation the teachers feel, but it will dramatically increase the isolation of the rural population. Examination of a map of Montana makes it clear that most of the smallest school districts in Montana exist because rural children would have to travel extreme distances to the next closest school. Rural Montana is already losing its young people because of a lack of opportunities. Eliminating community schools takes away an opportunity for their children. And schools are local employers. Certified staff makes up only about half of the personnel employed by schools. Closing schools means lost jobs for bus drivers, cooks, clerks, and custodians. The closure of rural schools would be a drastic economic blow to rural areas.

WHAT CAN BE DONE?

Montana has been justifiably proud of its schools and its children. The nation is also aware of the quality of our schools. Education recruiters from other states have targeted places like North Dakota and Montana. In these states, the students' achievement scores are high and teacher pay is low. The level of funding for Montana public schools just makes these recruiters' jobs easier. In addition to higher salaries and benefits, they offer the recognition that teachers are valuable enough to receive respectable financial compensation. And their new teachers can expect that their jobs won't be on the list of potential cuts every year.

However, higher salaries are not the only reason that people do their jobs or live where they do. Studies of teachers indicate that salary is important, but it's not the reason they're in education. Teachers exhibit a remarkable dedication and commitment to their work. It may sound old-fashioned, but they indicate that they have a sense of calling and a desire to make a difference. Adding incentives that make Montana schools great places to work would go a long way to attracting and maintaining a committed teaching staff.

Some of the problems that make it hard to recruit teachers cannot be changed. Circle will always be isolated, and Wibaux will probably always be a very small town. Rural isolation may always make parts of Montana unattractive to most of the pool of teacher candidates – especially new graduates.

A good plan executed today is better than a perfect plan executed next week.

General George S. Patton

However, these districts are a good fit for many teachers. Much of rural Montana offers close-knit communities, extremely safe streets and schools, lower costs of living, strong community support for schools, high community respect for teachers, and few problems with dropouts. These are very attractive qualities. Finding candidates who value these qualities may require creative recruiting. It will probably also require making teaching jobs more attractive, and increasing teachers' packages of salaries and benefits.

Many efforts are currently under way in Montana to address local teacher shortages. However, this is a statewide problem. A state-level combination of short-term and long-term strategies will be necessary. Even immediate action won't end the shortages quickly, but it might at least relieve the problems and begin to stem the exodus of teachers from Montana schools.

Many states have already established state-level plans to address their shortages. Florida provides state-level support for recruiting trips to other states. Some states mandate minimum beginning salary levels – and provide districts with financial assistance. Iowa is a state with high achieving students, many small districts, and local control issues like Montana. Iowa educators and legislators recognized the crisis at a state level and are currently designing a plan to establish a statewide target beginning salary (of roughly $28,000) and a tiered salary system that would include established standards and benchmarks for teacher evaluations. The program will include training to establish local evaluation standards. Districts will submit plans to reach the targets, and the state will provide financial support for approved plans.

The following strategies to target teacher shortage problems are not meant to be a complete list, and are not intended to be recommendations. They are simply an assortment of strategies that have been proposed or are in use in some areas. It is essential that strategies be selected to specifically target identified problems. Too often solutions are chosen because they are popular,

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inexpensive, or feel good, yet they do nothing to alleviate the problems they were intended to solve. The best strategies will enrich the school experience for students, as well as for teachers.

SHORTAGE: SPECIFIC SUBJECT AREAS

All sizes of Montana school districts identify shortages in specific teaching fields. Even the Bozeman, Missoula, and Billings districts identified subject area shortages, although they still have an abundance of teaching applications and some of the highest starting salaries in the state. At least three teaching fields were identified by nearly all sizes of schools as being the primary areas of hiring difficulties: music, special education, and foreign languages. Following closely were guidance and library. Elementary is identified as a difficult area by many remote rural schools. Many of the strategies listed below are currently – and successfully – used. But right now they are limited in scope, and they would require additional resources if implemented on a broader scale.

Possible Strategies

Formally establish criteria and identify shortage areas by teaching field, district size, student demographics, and geographic areas. At a state level, Montana could officially recognize these shortage areas. This would pave the way to target assistance for teachers in these fields. The types of assistance might include help with student loan repayments, differential salaries, grants for retraining, or scholarships. Some financial assistance programs are available now, but lack of official state identification of shortage areas makes it difficult to obtain the funding.

Support and expand current internship programs that train certified staff on the job to switch over to shortage areas. Some successful programs already exist in guidance, special education, and leadership. Local districts, the teacher education programs, the Board of Public Education, and OPI work together to support these efforts. These programs have probably kept the shortages in these areas from becoming worse than they already are. Expanding these programs might help even more.

Develop new and innovative internship programs for shortage areas. Some of the subject areas, such as music and foreign languages, are particularly difficult to fill. The positions are often part-time, and they require some talent or a special interest. Another special need is in the small, rural schools, for teachers trained to work in multiple-age classrooms. Internship programs would need to be designed differently for these fields. The program might also include local teachers not currently employed by the schools but who are certified in surplus areas. (For example, an English teacher who "stopped out" to raise a family, or a recent graduate who is substitute teaching while waiting for a social studies job to open.)

Increase the number of teachers being trained in subjects or geographic areas identified as having shortages. Currently, all Montana teacher education programs use entrance criteria to admit students into their programs. These limited enrollments are in place partly to be more selective and produce higher quality teachers, and partly as a response to budget constraints at the colleges. Programs in the shortage areas of special education, music, and guidance are only available in five of the eight colleges and universities, library in three, and foreign languages in one to five, depending on the language.

Support and expand collaborative efforts among districts. Currently, cooperatives and consortia activities allow districts to share needed services without having to hire their own full-time staff.

Twenty-one special education **cooperatives** that blanket the state have greatly improved and extended the services of special education to rural Montana. The co-ops allow several districts to share staff, expertise, and support. This makes services more available and affordable. State funding currently supports the special education co-op efforts, with contributions by school districts. These cooperatives were actually established as "full-service cooperatives," but the state does not assist them to provide services other than special education. With added resources, cooperative services could be expanded to include music, foreign languages, guidance, bookkeeping, and other services that small rural districts cannot afford full-time.

In the curriculum **consortia** that currently operate across the state, districts organize themselves to collaborate on curriculum development, assessment practices, and instructional improvement. More resources would also allow consortia to turn several part-time positions into full-time positions shared by more than one district. This model could be used to address some kinds of teacher and administrative shortages.

SHORTAGE: MANY JOB OPENINGS

Nearly 1,300 jobs in Montana schools will need to be filled in the next year. About one-fourth of them will be filled by teachers moving from one Montana school district to another. But three-fourths will need to be filled by personnel that were not teaching in Montana in the previous year. The new graduates of teacher education programs could only fill those positions if every one of them stayed in education and in the state. Low salaries and rural isolation are major factors in the lack of applicants and the loss of experienced teachers. Still, there are some strategies that might have an impact.

Possible Strategies

Identify the qualities that make Montana a great place to live and teach, and formally market them. Rally state agencies to promote Montana as a good place to raise children and a good place to live and teach. Tourism, Chamber of Commerce, and rural organization materials could be included with the promotion of teacher openings and made available in educational publications. Focus on the positive. We need to remind Montanans why we live here and why other people might want to live and teach here. Montana schools still have a number of things going for them:

- Small schools and classes, which research has shown to be critical factors in learning.
- Friendly, supportive communities, which research also recognizes as critical.
- Concerned and involved parents, also recognized as critical.
- Committed teachers and administrators. It would be easy for them to leave. Those who stay are committed to their communities.
- Safe schools and communities.
- High-achieving students.
- A strong cultural work ethic.
- Clean air, lots of space, and the Big Sky.
- Beautiful mountains and prairies and abundant wildlife.
- Rich recreational opportunities and two national parks.

Designate an official statewide teacher job listing center or linked centers. Potential applicants, in or out of state, should be able to have one-stop shopping to get information on teaching jobs in Montana, with links to other services that may be of assistance. The current process of applying for a teaching job in Montana is fragmented, unlinked, and complicated. Even committed job seekers have difficulty locating the job listings.

Currently there are two major education job listings on the web, with the Montana Job Service and OPI. However, the designs of the two sites differ, and the education openings aren't linked. (OPI does have a link to the Job Service, but it links to "jobs outside the education community," although the Job Service site has a major education section.) Additional job listings can be found at the career placement offices of each college. Those services are designed to assist their college graduates find jobs, and are not intended to provide general services to job seekers. The career placement offices would also benefit from being able to access a teacher job-listing center.

Design transition programs for people with degrees outside of education. People with non-education degrees would be more likely to consider teaching if the transition requirements were not so costly, in both time and resources. Currently, most college graduates need to spend at least two years becoming certified to teach, no matter how much education or experience they have in their fields. Many who might move into education are in mid-career, and stopping out for two or more years is not feasible. Programs could be specifically designed for transition to teaching. Such programs might include financial incentives, evening and weekend courses, more intensive classroom experiences concentrated into shorter amounts of time, and classes that focus on transition issues.

Establish portable salaries and benefits. If teachers could move between districts and have the same salary level and benefits follow, more of them might remain in teaching. Teachers need to move for the same reasons everyone else does – to follow new interests, raise a family, help children in college, care for elderly parents, be near health care facilities, or allow a spouse to change jobs. Currently, teachers who move receive credit for up to seven years of experience. They enter a new salary schedule no higher than that level. It is very difficult for an experienced teacher to move because that most often means a reduced salary. A portable salary would require major policy and funding changes, most likely including a statewide salary schedule and state-level financial support.

Another incentive to stay in education might be portable health benefits. Medical insurance is a major cost item for individuals and for school districts. Currently many districts offer limited or no health benefits, while others have very comprehensive policies. If there were one teacher pool for health benefits, much like that enjoyed by state agencies, there would be more incentive to stay in teaching in the state. Some states support health and retirement benefits at the state level to assure equity across the state and not impact local budgets. Others have established group insurance programs that districts buy into.

Identify the pool of potential applicants that could fill available jobs and tailor incentives to attract them. Although offering higher salaries would be an obvious incentive to applicants, many may be attracted for other reasons. Identifying the potential applicants at a local level and tailoring incentives for them might increase the pool of teachers. Besides recent graduates, there are several other groups of people who could become teachers. The pool of potential applicants, which would be somewhat different in every community, may include:

- New college graduates.
- Retired teachers, especially for areas of shortage and part-time openings.
- Current non-certified staff or community members who have uncompleted or unused college degrees.
- Under-represented groups. The most obvious are American Indians, who make up a little over 2% of the staff in our schools but over 10% of the students.
- Student teachers.
- Residents of cities.
- Current certified staff.

Strategies to help get people into the classroom would need to be carefully targeted to specific groups. For example, a program to bring retirees back into the classroom part-time might provide health insurance and job flexibility. A program to help classroom aides become certified to teach might focus on overcoming barriers to obtaining and financing coursework. Potential strategies are listed together here:

- Help with student loan payments.
- Insurance benefits.
- More flexibility with schedules, including some flexible personal days.
- Professional development interaction with staff of other school districts (possibly through co-op or consortia membership).
- Financial assistance for advanced college work and additional endorsements.
- Mentoring and support programs for new teachers.
- Involving student teachers in community activities. The more a student teacher feels like part of the community, the more likely he or she will be to stay.
- Involve part-time and student teachers in professional development activities.
- Opportunities for part-time teachers to interact with other part-timers. Part-time teachers often end up feeling professionally isolated.
- Job-sharing programs that allow staff to have the flexibility to care for children or other relatives at home, pursue additional schooling, or avoid burnout.
- On-the-job internships for staff to add certification areas or get additional endorsements.
- High quality professional development and opportunities to travel for professional growth for all staff, including student teachers and part-timers.
- Help finding housing, or help with low-interest loans to buy a house. Finding a good place to live is an important first step in settling into a community. In some Montana towns, it is a difficult step.
- Bringing certification programs to community members who are already committed to being part of the community. These people will probably not find it easy to leave the area for coursework, so the coursework needs to come to them.
- Establish cooperative programs to train people locally. This can be especially helpful in targeting under-represented groups. For example, an agreement between Salish-Kootenai Community College (SKCC) and Western Montana College of UM provides upper-level education coursework on the SKCC campus. The first graduates were immediately employed.
- Market what the district offers, whatever that is – the outdoors, escape from crowded cities, schools that are the heart and soul of the community, lower costs of living, or a safe and healthy environment.
- Encourage sabbaticals, teacher exchange programs, or other growth opportunities for teachers. These kinds of perks can be as important as salary in retaining teachers, and they have the extra benefit of enriching the curriculum for children.

It's also important to think long-term. Kids are encouraged to be doctors, lawyers, and engineers. If teaching is considered as important, then kids should be encouraged to be teachers as well. Providing awareness programs for middle and high school students can encourage kids with potential or interest in teaching.

SHORTAGE: INABILITY TO ATTRACT AND RETAIN TEACHERS

Montana's teacher salaries are far behind the market. In order to match the national average teachers' salary, the state would need to increase pay by 30% right now. That would cost about $115 million, not including benefits. Even to move average salaries as high as the next highest state, to 45th, would cost $12 million.

> *Our high school science teacher left after four years in Montana to go back to Michigan for a $14,000 raise.*
>
> Brian Barrows, Superintendent, Chester

Low salaries were identified as the second highest reason for turnover of certified staff and the second highest reason positions are difficult to fill. But individual districts are in no position to increase salaries to a competitive level with other states. The majority of them have been at their maximum budget limits for several years. The fixed costs for energy, fuel, books, and paper consume large portions of school budgets. Those costs have escalated dramatically in the last few years and force cutbacks in other areas of school budgets, even with minor increases in funding.

It is unrealistic to expect that Montana's teacher salaries can be raised significantly, given the state economy and the low overall Montana salary levels. However, until there is statewide commitment to raise beginning teacher salaries – and salaries in general – Montana will continue to witness the exodus of young people for higher salaries elsewhere.

Possible Strategies

Formally acknowledge, at a high state policy level, that low salaries for teachers have created a crisis for Montana children, communities, and schools, and commit to dealing with the problem. Communities are struggling to support their schools. Educators are demoralized by budget constraints and major staffing issues that are beyond their power to change. The teacher shortage in Montana can only be addressed by long-term, state-level planning. New funding streams, a state minimum beginning salary, a minimum level of benefits, and changes in teacher retirement, may need to be part of a state comprehensive package. The potential costs and method for funding such a package can't even be calculated until a plan is designed to target the shortage problems.

Improve the retirement structure to keep teachers beyond 25 years, or to keep them teaching part-time after retirement. Adding health insurance benefits to the retirement package might be a major incentive to help attract and keep teachers in Montana. Teacher retirement benefits are much more attractive in many other states, and teachers are lost to Montana because of that. Other states' retirement packages often include insurance benefits and a higher rate of retirement pay. Many experienced and retired teachers and administrators are moving out of state to get those benefits. Teachers can retire after 25 years in Montana and then teach in another state long enough to become eligible for their retirement and health insurance benefits.

Increasing the amount retired teachers can earn, from one-third to one-half their prior salary, would increase the pool of available teachers. The large pool of retired teachers could fill many part-time and shortage area positions, but to retain retirement benefits they can only earn one-third of their former salary. Since the maximum retirement is only one-half their former salary and has no insurance benefits, many younger retirees find it necessary to work to supplement their retirement income. Districts find it awkward – or even impossible – to fit a one-third position into a teaching schedule. Teaching one class and having one prep time is not feasible for most school schedules. As a result, retirees either work half-time for one-third pay, take an education position out of state, or work outside education.

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Provide support for student loan payments to attract new teachers and to keep teachers already in the system. A loan repayment assistance program could first target shortage areas. Graduates with student loans currently leave college owing over $19,000. Montana has recently gone from one of the highest loan payback rates to the worst loan default rate in the region. Our students simply aren't earning enough to make their payments. Many of them are forced to leave the state for higher salaries in order to pay back their loans.

Leave no child behind.

President George W. Bush

Designate regional centers for teacher support and services. A state system of regional service centers could provide the ability to share difficult-to-fill positions. The centers could also deliver a variety of services, such as professional development and mentoring. Most Montana schools and communities are far from Helena and state agencies. The regional centers might go a long way to overcome the personal and professional isolation felt by teachers in remote areas of Montana. Regional centers could also create an effective channel for delivery of services from OPI. An existing regional structure, such as the special education cooperatives, could be used to provide services to schools. State funding for these services could be allocated using methods similar to those used for special education.

WHAT WILL THE FUTURE HOLD?

The problem is wide and deep. It isn't a problem to be solved just by the Legislature, or just by more federal regulations. It can't be solved by just colleges, committed communities, or citizens. This problem requires the energies and talents of the entire "village" that is raising Montana's children. The problem is here, right now, and it's big.

If the teacher shortage problem isn't addressed by state policy makers, the scattered and often heroic efforts of districts and various organizations will be washed away in decisions and non-decisions that ignore and exacerbate the problems. Decisions and policies of the Legislature, the Board of Public Education, Board of Regents, and Office of Public Instruction impact the shortage on a daily basis. Many strategies to address the teacher shortage problems are very costly. But several strategies could be implemented without great cost. However, they require political will and cooperative action. Today's technology may also have a role to play. Technology may be used to deliver instruction in shortage areas, train new teachers in communities far from teacher education programs, and support professional opportunities.

The way things are going, Montana is destined to be at the bottom of the quality education ladder, alongside teacher salaries.

Roger Armstrong, Superintendent, White Sulphur Springs

The children of Montana are the economic future of this state. But their chances for a quality education may become a thing of the past. Even with fast and decisive action, many of their classrooms may not have qualified teachers in them next fall. But there is much Montana can and must do to turn the tide. Many other states have found successful strategies to attract and retain teachers. It is time for Montana to answer the question:

Who will teach Montana's children?

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APPENDICES

APPENDIX A

Identified teacher shortage areas from AAEE Survey of Teacher Supply and Demand 2000

The American Association for Employment in Education (AAEE), formerly ASCUS, annually prepares a Job Search Handbook for Educators. It includes practical advice for career planning and job placement issues for educators. It also includes data from a survey of school district and university human resources and career placement officials concerning teacher supply and demand.

National Shortage Areas

Considerable Shortage	Some Shortage	Some Surplus***	Considerable Surplus
Special Education*	Mathematics	Phys Education	None
Bilingual Education	Special Education**	Health Education	
Physics, Chemistry	Speech Pathology	Social Studies	
	Spanish		
	Computer Science/Tech Education		
	English as a Second Language		
	Biology, General and Earth Science		
	Audiology		
	Library/Media Technology		
	Home Ec/Consumer Science		
	Gifted and Talented Education		
	School Psychologist		
	Agriculture		
	Reading		

Fields with Balenced Supply and Demand included:
- Counselor Education
- Music
- Japanese, French, German
- Business Educaiton
- School Special Education
- English/Language Arts/Speech/Drama/Journalism
- Elementary
- Art/Visual/Dance
- Driver Education

*six special education areas are listed; the greatest shortages are in behavior disorders and learning disabilities
**visually impaired
***2 years ago there were ten areas with some surplus

When the regions are examined individually, however, the shortage areas are significantly different.

Rocky Mountain Region Shortage Areas

Montana, Wyoming, Colorado, and New Mexico are in this region

Considerable Shortage	Some Shortage	Some Surplus	Considerable Surplus
Bilingual Education	Agriculture	Social Science	None
Mathematics	Audiology	Art/Visual	
Special Education*	Computer Science	School Social Work	
English as Second Language	French/Classics	Speech/Drama	
	Home Ec/Consumer Science		

*four areas, especially behavior disorders and learning disabilities

APPENDIX B

This data was gathered by the Office of Public Instruction from the fall report for school year 1999-2000.
Reports were received from 354 School Systems with accredited schools, including 347 public school systems,
6 non-public accredited schools and 1 state-funded school.

Question 1. Positions hard to fill past 5 years. Question 2. Reasons positions were hard to fill.

NUMBER	AREA
104	Music
86	Special Education
78	Guidance
67	Foreign Language
60	Library
48	Math
40	Elementary
38	Science
37	Vocational Ed
24	Art
20	Applied Technology
19	Principal
17	Business
16	Psychologist
13	Computer Education
11	English
8	Superintendent
5	Health Education
3	Gifted & Talented
3	Program Coordinators
2	Social Science
28	Other
	not a teacher certification area
50	Speech Pathology

NUMBER	
174	ONLY PART-TIME OR NEEDED MULTIPLE CERTIFICATIONS/SKILLS
91	Only part-time positions
76	Need candidates with multiple degrees/certifications/assignments - cited library/cnslr/music/art positions
7	Multiple grade rooms
121	LOW SALARIES/LACK OF BENEFITS
115	Low salaries/few raises - out-of-state salaries higher
6	Lack of benefits
109	RURAL/ISOLATION/TRAVEL
86	Isolation/distances - rural, small town
14	Limited housing
9	Itinerant - travel required
35	LACK OF QUALIFIED CANDIDATES
17	No or few applicants
18	Lack of qualified candidates - not trained in areas of need
12	FINANCIAL
9	Budgets cannot support all accreditation standards
1	Grant funding
1	High cost of living
1	Poor facilities
4	STRESS
2	High stress level
1	Excessive paperwork
1	Heavy administrative responsibilities
4	COMMUNITY
2	Cultural differences
2	Poor community support of schools
8	OTHER
3	Husband/wife both want employment opportunity
3	Competition for talent, private sector
2	Easy to break contracts
1	Mean Superintendent
80	NO DIFFICULTY
21	Indicated no difficulty
59	Marked no areas as hard to fill

Question 3. Primary reason for certified staff turnover. Question 4. Identified motives for the turnover.

NUMBER	TYPE OF TURNOVER
387	Retirement
317	Another position in-state
193	Another position out-of-state
148	Contract not renewed/reductions (RIF)
103	Left education profession
101	Leave/ back to school/other

NUMBER	MOTIVES FOR TURNOVER
213	Small town/remote - desire for larger community
165	Higher salary, lack of benefits
144	Time for change or retirement
134	Family/personal and cultural reasons
41	Work overload/disillusioned
25	Lack of housing
	OTHER MOTIVES
9	Other opportunities
9	Budget limits/levy failure/enroll decline
9	Incompetence/immorality

OTHER COMMENTS: out-of-state pull for administrators because of TRS issues
teachers already hired in other states before local interviews can be scheduled

APPENDIX C

Montana Public School District Enrollment FTE 1999-2000

Teacher includes classroom, music, art, PE/health, special education, Title I

Specialist includes library and guidance

					--- Full-time equivalents (FTE) ---			
County Name	Size Category	LE	District Name	Enrollment	Teacher	Supt/Prin	Specialist	Coord/Dir
Beaverhead	2H	0006	Beaverhead Co H S	516	29.2	2.0	2.9	0.5
Beaverhead	3E	0005	Dillon Elem	825	48.4	3.5	5.0	
Beaverhead	6E	0003	Grant Elem	21	2.0			
Beaverhead	6E	0014	Jackson Elem	19	2.0			
Beaverhead	2K	0009	Lima K-12 Schools	113	13.1	1.0	0.8	
Beaverhead	6E	0012	Polaris Elem	4	1.0			
Beaverhead	6E	0015	Reichle Elem	24	2.0			
Beaverhead	6E	0010	Wisdom Elem	23	3.0			
Beaverhead	6E	0007	Wise River Elem	24	3.0			
Big Horn	6E	0022	Community Elem	11	1.0			
Big Horn	2E	0023	Hardin Elem	1,250	94.8	4.5	6.5	1.5
Big Horn	2H	1189	Hardin H S	449	33.0	1.5	3.0	1.0
Big Horn	4E	0025	Lodge Grass Elem	367	30.4	1.5	2.3	0.6
Big Horn	4H	1190	Lodge Grass H S	188	20.3	1.5	1.8	0.5
Big Horn	5H	1214	Plenty Coups H S	74	10.2	1.2	0.7	
Big Horn	5E	0021	Pryor Elem	37	5.1	0.8	0.4	
Big Horn	6E	0020	Spring Creek Elem	9	2.0			
Big Horn	5E	0026	Wyola Elem	55	6.0	1.0	0.5	
Blaine	6E	0048	Bear Paw Elem	2	1.0			
Blaine	4E	0028	Chinook Elem	254	18.9	1.3	1.4	
Blaine	3H	0029	Chinook H S	198	12.4	1.2	1.2	
Blaine	6E	0032	Cleveland Elem	6	2.0			
Blaine	3E	0030	Harlem Elem	453	37.9	2.0	3.3	0.3
Blaine	4H	0031	Harlem H S	162	13.8	1.0	1.3	0.6
Blaine	2K	1213	Hays-Lodge Pole K-12 Schls	278	22.5	2.3	2.0	
Blaine	6E	0036	Lloyd Elem	3	1.0			
Blaine	6E	1216	N Harlem Colony Elem	9	1.0			
Blaine	5E	0044	Turner Elem	77	5.2	0.4	0.8	
Blaine	5H	0045	Turner H S	25	3.9	0.7	0.4	
Blaine	5E	0034	Zurich Elem	53	5.0			
Broadwater	1K	0055	Townsend K-12 Schools	767	50.3	3.4	3.9	0.1
Carbon	2K	0076	Belfry K-12 Schools	117	14.8	1.0	1.1	0.3
Carbon	6E	0070	Boyd Elem	15	1.5			
Carbon	2K	0059	Bridger K-12 Schools	228	21.6	2.0	1.6	
Carbon	6E	0073	Edgar Elem	24	1.5			
Carbon	5E	0071	Fromberg Elem	133	10.1	1.1	0.6	
Carbon	4H	0072	Fromberg H S	84	7.3	0.7	0.6	0.1
Carbon	4E	0060	Joliet Elem	221	15.2	1.0	1.3	0.3
Carbon	4H	0061	Joliet H S	105	10.0	1.0	0.7	0.3
Carbon	6E	0064	Luther Elem	40	3.0			
Carbon	4E	0056	Red Lodge Elem	345	19.8	2.5	1.7	
Carbon	3H	0057	Red Lodge H S	199	12.3	1.5	1.3	0.8
Carbon	2K	0069	Roberts K-12 Schools	146	13.5	0.6	1.4	
Carter	6E	0085	Albion Elem	4	1.0			
Carter	6E	0096	Alzada Elem	7	1.0			
Carter	5H	0097	Carter Co H S	65	7.1	0.3	0.4	
Carter	6E	0086	Coal Creek-Plainview Elem	7	1.0			
Carter	5E	0087	Ekalaka Elem	109	12.4	0.7	0.5	
Carter	6E	0078	Hawks Home Elem	7	1.0			
Carter	6E	0083	Johnston Elem	2	1.0			
Carter	6E	0090	Ridge Elem	1	1.0			
Cascade	4E	0112	Belt Elem	254	20.6	1.5	1.0	
Cascade	4H	0113	Belt H S	124	9.4	1.3	0.9	0.1
Cascade	4E	0101	Cascade Elem	264	17.5	2.0	0.9	
Cascade	4H	0102	Cascade H S	184	12.4	1.0	1.0	
Cascade	4E	0104	Centerville Elem	213	13.6	1.2	1.3	
Cascade	4H	0105	Centerville H S	98	8.4	0.8	0.6	
Cascade	6E	1195	Deep Creek Elem	9	1.0			

APPENDIX C

Montana Public School District Enrollment FTE 1999-2000

Teacher includes classroom, music, art, PE/health, special education, Title I

Specialist includes library and guidance

					--- Full-time equivalents (FTE) ---			
County Name	Size Category	LE	District Name	Enrollment	Teacher	Supt/Prin	Specialist	Coord/Dir
Cascade	1E	0098	Great Falls Elem	8,351	508.1	23.0	40.1	8.3
Cascade	1H	0099	Great Falls H S	3,887	231.4	9.0	17.4	5.8
Cascade	1K	9258	Mt School For Deaf & Blind	78	15.0	2.0	4.4	0.7
Cascade	4H	0118	Simms H S	180	14.2	1.5	1.7	0.1
Cascade	4E	1225	Sun River Valley Elem	267	22.3	1.5	1.2	
Cascade	5E	0131	Ulm Elem	131	9.5	0.6	0.7	
Cascade	4E	0127	Vaughn Elem	161	11.6	1.0	0.9	
Chouteau	6E	0171	Benton Lake Elem	6	1.0			
Chouteau	4E	0137	Big Sandy Elem	137	10.9	1.0	0.8	
Chouteau	4H	0138	Big Sandy H S	81	6.1	0.8	0.5	
Chouteau	6E	0159	Carter Elem	5	1.0			
Chouteau	4E	0133	Ft Benton Elem	264	21.5	2.0	2.1	
Chouteau	4H	0134	Ft Benton H S	184	12.9	1.0	1.1	0.3
Chouteau	5E	0153	Geraldine Elem	94	10.3	0.5	0.5	
Chouteau	5H	0154	Geraldine H S	55	6.1	0.5	0.4	0.1
Chouteau	5E	0145	Highwood Elem	90	8.7	0.4	0.3	
Chouteau	5H	0146	Highwood H S	44	5.4	0.4	0.2	
Chouteau	6E	0161	Knees Elem	3	1.0		0.1	
Chouteau	6E	0135	Loma Elem	5	1.0			
Chouteau	6E	0144	Warrick Elem	4	1.0			
Custer	6E	0182	Cottonwood Elem	7	1.0			
Custer	2H	0192	Custer Co H S	685	42.9	2.5	3.0	2.0
Custer	5E	0187	Kinsey Elem	52	4.0			
Custer	5E	0173	Kircher Elem	41	4.0			
Custer	2E	0172	Miles City Elem	1,233	82.2	4.5	7.0	1.0
Custer	6E	0184	Moon Creek Elem	3	1.0			
Custer	1K	9034	Pine Hills, Riverview	97	13.5	1.3	1.0	
Custer	6E	0190	S H Elem	5	1.0			
Custer	6E	0189	S Y Elem	2	1.0			
Custer	6E	0179	Spring Creek Elem	2	1.0			
Custer	6E	0177	Trail Creek Elem	7	2.0			
Custer	6E	0188	Twin Buttes Elem	4	1.0			
Daniels	2K	0200	Flaxville K-12 Schools	32	8.2	1.0	0.4	
Daniels	2K	0196	Peerless K-12 Schools	42	10.4	0.5	0.9	
Daniels	2K	0194	Scobey K-12 Schools	302	22.8	1.9	1.4	0.4
Dawson	6E	0215	Bloomfield Elem	13	1.0			
Dawson	2H	0207	Dawson Co H S	510	33.0	1.3	3.0	1.3
Dawson	6E	1193	Deer Creek Elem	13	2.0			
Dawson	2E	0206	Glendive Elem	934	69.7	3.7	6.3	0.7
Dawson	6E	0216	Lindsay Elem	8	1.0			
Dawson	5E	0227	Richey Elem	55	5.9	0.4	0.4	0.1
Dawson	5H	0228	Richey H S	43	5.6	0.6	0.2	0.2
Deer Lodge	2E	0236	Anaconda Elem	1,062	61.3	4.2	5.0	0.9
Deer Lodge	2H	0237	Anaconda H S	500	28.5	1.3	3.2	1.4
Fallon	1K	0244	Baker K-12 Schools	515	44.7	4.0	1.8	
Fallon	2K	0256	Plevna K-12 Schools	118	16.3	0.7	0.5	
Fergus	6E	1218	Ayers Elem	15	1.0			
Fergus	6E	0264	Deerfield Elem	2	1.0			
Fergus	5E	0281	Denton Elem	111	10.0	0.8	0.6	
Fergus	5H	0282	Denton H S	47	7.0	0.7	0.5	
Fergus	2H	0259	Fergus H S	530	27.1	2.5	3.0	0.6
Fergus	5E	0268	Grass Range Elem	90	8.0	0.6	0.4	0.1
Fergus	5H	0269	Grass Range H S	62	5.6	0.3	0.4	
Fergus	6E	0272	King Colony Elem	8	1.0			
Fergus	2E	0258	Lewistown Elem	1,044	62.5	4.5	3.5	0.3
Fergus	5E	0273	Moore Elem	63	7.5	0.3	0.3	
Fergus	5H	0274	Moore H S	43	6.0	0.3	0.3	0.1
Fergus	2K	0280	Roy K-12 Schools	74	10.4	0.8	0.7	0.1

APPENDIX C

Montana Public School District Enrollment FTE 1999-2000

Teacher includes classroom, music, art, PE/health, special education, Title I

Specialist includes library and guidance

					--- Full-time equivalents (FTE) ---			
County Name	Size Category	LE	District Name	Enrollment	Teacher	Supt/Prin	Specialist	Coord/Dir
Fergus	6E	0288	Spring Creek Colony Elem	12	1.0			
Fergus	2K	0291	Winifred K-12 Schools	152	13.8	1.0	0.8	0.2
Flathead	3E	0330	Bigfork Elem	550	33.9	2.0	3.2	0.5
Flathead	3H	0331	Bigfork H S	381	23.9	1.5	2.0	0.5
Flathead	4E	0317	Cayuse Prairie Elem	193	12.7	1.0	1.3	
Flathead	2E	0312	Columbia Falls Elem	1,713	100.7	4.8	8.5	1.0
Flathead	2H	0313	Columbia Falls H S	919	48.6	3.8	4.9	1.4
Flathead	5E	0316	Creston Elem	85	5.5	0.5	0.5	
Flathead	5E	0307	Deer Park Elem	119	8.2	0.5	0.8	
Flathead	3E	0339	Evergreen Elem	702	37.5	3.0	2.9	0.8
Flathead	4E	0306	Fair-Mont-Egan Elem	164	10.9	0.9	0.7	
Flathead	1H	0311	Flathead H S	1,793	114.8	5.9	10.9	0.9
Flathead	4E	0320	Helena Flats Elem	200	12.0	1.0	1.1	0.1
Flathead	1E	0310	Kalispell Elem	3,000	126.9	6.5	16.0	1.4
Flathead	5E	0323	Kila Elem	122	11.4	1.0	0.8	
Flathead	5E	0341	Marion Elem	111	10.0	0.8	0.5	
Flathead	5E	0342	Olney-Bissell Elem	94	6.7	0.7	0.7	
Flathead	6E	0325	Pleasant Valley Elem	9	1.0		0.1	
Flathead	4E	0324	Smith Valley Elem	161	12.0	1.0	0.9	
Flathead	3E	0327	Somers Elem	533	28.3	2.5	3.1	0.1
Flathead	4E	0309	Swan River Elem	163	11.2	0.7	1.0	
Flathead	5E	1223	West Glacier Elem	52	4.8		0.0	0.3
Flathead	4E	1184	West Valley Elem	320	18.8	1.0	1.1	0.9
Flathead	2E	0334	Whitefish Elem	1,284	75.2	4.1	5.7	1.7
Flathead	2H	0335	Whitefish H S	678	42.2	2.4	4.3	1.2
Gallatin	5E	0376	Amsterdam Elem	77	5.9		0.5	
Gallatin	4E	0366	Anderson Elem	166	11.6	1.0	0.9	
Gallatin	2E	0368	Belgrade Elem	1,480	82.7	4.5	8.3	1.0
Gallatin	2H	0369	Belgrade H S	693	35.9	2.5	3.0	2.0
Gallatin	1E	0350	Bozeman Elem	3,307	197.5	11.1	14.8	5.1
Gallatin	1H	0351	Bozeman H S	1,828	105.4	5.5	9.3	2.5
Gallatin	6E	0359	Cottonwood Elem	13	1.0			
Gallatin	4E	0364	Gallatin Gtwy Elem	172	10.8	1.0	0.7	
Gallatin	5E	0367	La Motte Elem	57	4.1		0.7	0.4
Gallatin	6E	0370	Malmborg Elem	7	1.0			
Gallatin	4E	0347	Manhattan Elem	342	21.9	1.5	2.3	
Gallatin	3H	0348	Manhattan H S	217	15.2	1.5	1.4	0.3
Gallatin	4E	0363	Monforton Elem	191	12.2	0.5	1.4	
Gallatin	5E	0375	Ophir Elem	89	6.8	1.0	1.0	
Gallatin	6E	0362	Pass Creek Elem	13	2.0			
Gallatin	6E	0357	Springhill Elem	11	1.0			
Gallatin	4E	0360	Three Forks Elem	405	22.0	1.5	2.2	
Gallatin	4H	0361	Three Forks H S	151	11.2	1.2	0.9	
Gallatin	2K	0374	W Yellowstone K-12 Schls	275	18.1	1.9	1.5	
Gallatin	5E	0354	Willow Creek Elem	51	5.3	0.5	0.5	0.3
Gallatin	5H	0355	Willow Creek H S	17	4.7	0.5	0.2	
Garfield	6E	0388	Benzien Elem	2	1.0			
Garfield	6E	0380	Big Dry Creek Elem	4	1.0			
Garfield	6E	0387	Cohagen Elem	14	2.0			
Garfield	4H	0378	Garfield Co H S	82	7.0	0.5	1.1	
Garfield	5E	0377	Jordan Elem	81	7.4	0.5	0.8	
Garfield	6E	0386	Kester Elem	4	1.0			
Garfield	6E	0385	Pine Grove Elem	7	1.0			
Garfield	6E	0394	Ross Elem	3	1.0			
Garfield	6E	0392	Sand Springs Elem	8	1.0			
Garfield	6E	0382	Van Norman Elem	10	1.0			
Glacier	2E	0400	Browning Elem	1,492	117.5	5.5	11.4	2.5
Glacier	2H	0401	Browning H S	501	34.1	2.5	3.4	0.5

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APPENDIX C

Montana Public School District Enrollment FTE 1999-2000

Teacher includes classroom, music, art, PE/health, special education, Title I

Specialist includes library and guidance

County Name	Size Category	LE	District Name	Enrollment	--- Full-time equivalents (FTE) --- Teacher	Supt/Prin	Specialist	Coord/Dir
Glacier	3E	0402	Cut Bank Elem	728	49.7	2.5	4.3	0.4
Glacier	3H	0403	Cut Bank H S	293	21.2	1.5	2.2	0.6
Glacier	5E	0404	E Glacier Park Elem	76	7.2		0.0	0.8
Glacier	6E	1222	Mountain View Elem	19	1.0			
Golden Valley	2K	0411	Lavina K-12 Schools	112	12.5	1.0	0.9	0.1
Golden Valley	2K	0407	Ryegate K-12 Schools	98	11.3	1.0	1.0	
Granite	4E	0419	Drummond Elem	158	11.7	0.9	0.6	
Granite	4H	0420	Drummond H S	91	8.0	0.6	0.5	
Granite	6E	0418	Hall Elem	22	2.0			
Granite	2K	0416	Philipsburg K-12 Schools	251	20.0	1.4	1.1	0.3
Hill	2K	1220	Blue Sky K-12 Schools	154	15.3	1.2	0.8	0.4
Hill	4E	0425	Box Elder Elem	233	22.0	0.9	1.5	
Hill	4H	0426	Box Elder H S	95	9.8	1.0	0.4	
Hill	6E	0445	Cottonwood Elem	10	2.0			
Hill	6E	0424	Davey Elem	17	1.5			
Hill	6E	1217	Gildford Colony Elem	10	1.0			
Hill	2E	0427	Havre Elem	1,425	77.8	5.3	9.0	1.5
Hill	2H	0428	Havre H S	761	45.3	4.0	4.2	0.3
Hill	5E	1208	K-G Elem	77	7.5	0.5	0.5	
Hill	5H	1209	K-G High School	51	6.5	0.5	0.3	
Hill	3E	1207	Rocky Boy Elem	447	34.4	3.7	2.7	0.1
Hill	4H	1229	Rocky Boy High School	110	9.6	1.3	1.3	
Jefferson	6E	0455	Basin Elem	23	2.0		0.1	
Jefferson	4E	0456	Boulder Elem	269	17.6	1.5	1.6	
Jefferson	5E	0458	Cardwell Elem	47	5.3		0.3	
Jefferson	4E	0452	Clancy Elem	345	20.4	2.0	2.0	
Jefferson	3H	0457	Jefferson H S	292	19.7	1.5	2.0	0.4
Jefferson	4E	0460	Montana City Elem	313	23.6	2.0	1.8	0.4
Jefferson	3E	0453	Whitehall Elem	419	24.7	1.6	2.4	
Jefferson	3H	0454	Whitehall H S	215	12.9	1.4	1.4	
Judith Basin	5E	0472	Geyser Elem	73	8.2	0.6	0.7	
Judith Basin	5H	0473	Geyser H S	42	4.8	0.4	0.3	
Judith Basin	2K	0469	Hobson K-12 Schools	157	16.3	0.5	0.9	
Judith Basin	6E	0471	Raynesford Elem	14	1.0			
Judith Basin	2K	0464	Stanford K-12 Schools	167	15.9	0.6	1.0	
Lake	4E	0474	Arlee Elem	367	27.9	1.5	2.5	
Lake	4H	0475	Arlee H S	129	10.0	1.0	1.5	
Lake	4E	1205	Charlo Elem	212	13.3	1.8	0.8	
Lake	4H	1206	Charlo H S	121	9.8	1.2	0.5	
Lake	2E	0477	Polson Elem	1,206	73.5	4.7	6.9	0.7
Lake	2H	0478	Polson H S	540	30.3	2.3	3.1	0.5
Lake	2E	1199	Ronan Elem	1,085	72.4	3.8	6.0	2.8
Lake	2H	1200	Ronan H S	446	25.0	2.3	2.0	0.3
Lake	1K	0481	St Ignatius K-12 Schools	595	50.6	3.0	3.7	0.3
Lake	6E	0486	Swan Lake-Salmon Elem	11	1.0			
Lake	6E	1211	Upper West Shore Elem	21	1.0			
Lake	6E	0483	Valley View Elem	18	2.0		0.3	
Lewis and Clark	6E	0498	Auchard Creek Elem	34	3.0			
Lewis and Clark	5E	0502	Augusta Elem	90	6.6	0.5	0.5	
Lewis and Clark	5H	0503	Augusta H S	48	6.5	0.5	0.3	
Lewis and Clark	6E	0497	Craig Elem	11	1.0			
Lewis and Clark	2E	0492	E Helena Elem	1,125	64.4	5.0	5.1	
Lewis and Clark	1E	0487	Helena Elem	4,924	276.8	14.9	21.4	3.8
Lewis and Clark	1H	0488	Helena H S	3,154	168.9	8.4	14.4	5.8
Lewis and Clark	4E	0489	Kessler Elem	275	14.0	1.0	1.2	
Lewis and Clark	2K	1221	Lincoln K-12 Schools	242	18.8	1.5	1.8	0.8
Lewis and Clark	6E	0491	Trinity Elem	10	2.0			
Lewis and Clark	6E	0495	Wolf Creek Elem	18	2.0			

APPENDIX C

Montana Public School District Enrollment FTE 1999-2000

Teacher includes classroom, music, art, PE/health, special education, Title I

Specialist includes library and guidance

					--- Full-time equivalents (FTE) ---			
County Name	Size Category	LE	District Name	Enrollment	Teacher	Supt/Prin	Specialist	Coord/Dir
Liberty	4E	0510	Chester Elem	161	11.0	1.1	1.0	0.1
Liberty	4H	0511	Chester H S	98	6.7	1.0	0.6	0.1
Liberty	2K	0508	J-I K-12 Schools	92	13.8	1.4	0.4	
Liberty	5E	1224	Liberty Elem	78	5.0		0.2	
Liberty	6E	0506	Whitlash Elem	9	1.0		0.1	
Lincoln	3E	0527	Eureka Elem	511	31.0	2.0	2.0	0.3
Lincoln	5E	0529	Fortine Elem	71	5.1		0.7	0.1
Lincoln	1K	0522	Libby K-12 Schools	1,919	109.9	6.0	8.0	3.0
Lincoln	3H	0528	Lincoln Co H S	324	21.5	1.5	2.0	0.3
Lincoln	6E	0530	Mccormick Elem	14	1.0			
Lincoln	6E	0532	Sylvanite Elem	16	2.0			
Lincoln	5E	0534	Trego Elem	57	5.0			
Lincoln	4E	0519	Troy Elem	356	24.1	1.7	1.2	0.5
Lincoln	3H	0520	Troy H S	221	16.2	1.3	1.3	0.8
Lincoln	6E	0533	Yaak Elem	13	1.0			
Madison	6E	0536	Alder Elem	25	2.0			
Madison	1K	0548	Ennis K-12 Schools	382	27.3	3.0	2.0	
Madison	2K	0543	Harrison K-12 Schools	153	15.2	0.8	0.9	
Madison	4E	0537	Sheridan Elem	167	11.3	0.8	1.1	
Madison	4H	0538	Sheridan H S	104	10.5	1.0	0.7	
Madison	2K	0540	Twin Bridges K-12 Schools	267	18.7	1.9	1.0	0.1
McCone	4E	0547	Circle Elem	189	13.6	1.0	0.9	0.1
McCone	4H	0548	Circle H S	99	8.3	1.0	0.4	0.1
McCone	6E	0562	Southview Elem	5	1.0			
McCone	6E	0566	Vida Elem	22	2.3			
Meagher	6E	0568	Lennep Elem	7	1.0			
Meagher	6E	0574	Ringling Elem	5	1.0			
Meagher	4E	0569	White Sulphur Spgs Elem	172	13.9	1.1	1.2	
Meagher	4H	0570	White Sulphur Spgs H S	95	9.0	0.9	0.8	0.2
Mineral	2K	0577	Alberton K-12 Schools	224	16.4	1.5	1.3	
Mineral	2K	0582	St Regis K-12 Schools	191	18.9	2.0	1.9	
Mineral	1K	0579	Superior K-12 Schools	391	29.8	2.0	2.0	0.1
Missoula	4E	0590	Bonner Elem	348	21.0	2.0	3.4	
Missoula	4E	0595	Clinton Elem	217	14.4	1.5	1.2	
Missoula	5E	0592	Desmet School	129	13.1	1.0	1.0	
Missoula	1K	0599	Frenchtown K-12 Schools	1,141	71.0	4.0	6.9	2.0
Missoula	2E	0586	Hellgate Elem	1,209	61.9	4.0	7.0	
Missoula	3E	0588	Lolo Elem	604	32.8	3.0	2.0	
Missoula	1E	0583	Missoula Elem	5,366	335.3	17.4	25.9	4.0
Missoula	1H	0584	Missoula H S	3,959	250.2	14.7	22.8	2.9
Missoula	5E	0589	Potomac Elem	101	6.9	0.9	0.8	
Missoula	4E	0597	Seeley Lake Elem	244	13.4	1.4	1.2	
Missoula	6E	0594	Sunset Elem	13	1.0			
Missoula	5E	0596	Swan Valley Elem	75	6.3	0.5	0.3	
Missoula	3E	0593	Target Range Elem	451	28.0	2.0	2.4	1.0
Missoula	5E	0591	Woodman Elem	52	5.7		0.5	
Musselshell	5E	0607	Melstone Elem	55	6.0	0.3	0.3	
Musselshell	5H	0608	Melstone H S	48	6.2	0.3	0.3	
Musselshell	6E	0600	Musselshell Elem	9	1.0			
Musselshell	3E	0605	Roundup Elem	415	26.6	2.0	2.9	
Musselshell	3H	0606	Roundup H S	249	13.1	1.4	1.3	0.3
Park	5E	1215	Arrowhead Elem	107	8.8	0.4	0.4	0.2
Park	6E	0617	Cooke City Elem	11	1.0			
Park	4E	0614	Gardiner Elem	183	11.0	0.9	0.7	
Park	4H	1191	Gardiner H S	100	6.9	1.2	0.8	0.1
Park	2E	0612	Livingston Elem	1,084	70.2	3.8	4.5	0.7
Park	2H	0613	Park H S	582	39.3	2.2	4.6	2.0
Park	6E	0620	Pine Creek Elem	41	3.6	0.4	0.3	

APPENDIX C

Montana Public School District Enrollment FTE 1999-2000

Teacher includes classroom, music, art, PE/health, special education, Title I

Specialist includes library and guidance

					--- Full-time equivalents (FTE) ---			
County Name	Size Category	LE	District Name	Enrollment	Teacher	Supt/Prin	Specialist	Coord/Dir
Park	4E	1227	Shields Valley Elem	197	17.3	1.8	0.9	
Park	4H	1228	Shields Valley H S	102	9.5	1.3	0.5	
Park	6E	0635	Springdale Elem	10	1.0			
Petroleum	2K	0642	Winnett K-12 Schools	96	11.0	1.0	0.6	
Phillips	5E	0647	Dodson Elem	71	7.3	0.3	0.3	0.3
Phillips	5H	0648	Dodson H S	32	6.0	0.8	0.2	
Phillips	6E	0653	Landusky Elem	4	1.0			
Phillips	3H	0659	Malta K-12 Schools	688	49.7	3.0	3.7	0.6
Phillips	5E	1203	Saco Elem	67	8.1	0.5	0.4	
Phillips	5H	0657	Saco H S	38	5.6	0.5	0.2	0.1
Phillips	2K	0663	Whitewater K-12 Schools	96	12.1	1.0	1.3	
Pondera	2K	0682	Brady K-12 Schools	77	10.6	1.0	0.8	0.1
Pondera	3E	0674	Conrad Elem	500	31.4	2.4	2.0	
Pondera	3H	0675	Conrad H S	278	17.2	1.5	1.6	0.1
Pondera	6E	0671	Dupuyer Elem	14	1.0			
Pondera	4E	0670	Heart Butte Elem	176	14.3	1.1	1.1	
Pondera	4H	1226	Heart Butte H S	122	9.4	0.9	0.8	0.1
Pondera	6E	0684	Miami Elem	13	1.0			
Pondera	4E	0679	Valier Elem	155	13.5	1.1	0.8	
Pondera	4H	0680	Valier H S	94	8.0	0.9	0.7	
Powder River	6E	0695	Belle Creek Elem	11	1.0			
Powder River	6E	0692	Biddle Elem	12	2.0			
Powder River	4E	0705	Broadus Elem	218	14.6	1.5	1.1	
Powder River	4H	0706	Powder Rvr Co Dist H S	142	12.3	1.2	1.1	
Powder River	6E	0709	So Stacey Elem	6	1.0			
Powell	5E	0720	Avon Elem	50	3.5			
Powell	3E	0712	Deer Lodge Elem	594	39.2	3.0	3.3	
Powell	5E	0719	Elliston Elem	42	3.0			
Powell	6E	0718	Garrison Elem	16	1.5			
Powell	6E	0721	Gold Creek Elem	10	1.0			
Powell	6E	0717	Helmville Elem	35	2.0			
Powell	6E	0715	Ovando Elem	30	2.0			
Powell	3H	0713	Powell Co H S	333	21.9	2.0	2.2	0.1
Prairie	2K	0726	Terry K-12 Schools	187	18.8	1.5	1.1	0.1
Ravalli	1K	0731	Corvallis K-12 Schools	1,335	85.1	5.0	9.5	3.3
Ravalli	1K	0740	Darby K-12 Schools	628	41.5	3.0	2.8	0.1
Ravalli	1K	0743	Florence-Carlton K-12 Schls	968	58.1	4.0	4.3	0.1
Ravalli	1K	0735	Hamilton K-12 Schools	1,583	89.5	5.1	6.7	1.5
Ravalli	4E	0741	Lone Rock Elem	228	13.1	1.0	0.5	
Ravalli	3E	0732	Stevensville Elem	720	38.0	2.5	3.7	
Ravalli	2H	0733	Stevensville H S	509	25.4	2.5	2.3	
Ravalli	2K	0738	Victor K-12 Schools	357	27.7	2.0	2.0	0.8
Richland	6E	0749	Brorson Elem	30	2.5			
Richland	4E	0750	Fairview Elem	159	11.5	1.3	1.0	
Richland	4H	0751	Fairview H S	105	10.9	0.8	0.9	
Richland	5E	0768	Lambert Elem	75	8.5	0.5	0.8	
Richland	5H	0769	Lambert H S	41	5.9	0.5	0.4	0.1
Richland	5E	0754	Rau Elem	72	5.5		0.1	
Richland	5E	0747	Savage Elem	105	7.6	0.8	0.6	0.1
Richland	5H	0748	Savage H S	73	5.8	0.8	0.4	0.1
Richland	2E	0745	Sidney Elem	939	57.7	3.2	5.5	0.8
Richland	2H	0746	Sidney H S	489	31.0	1.8	3.3	1.3
Roosevelt	2K	0785	Bainville K-12 Schools	98	12.5	1.0	1.0	0.3
Roosevelt	4E	0782	Brockton Elem	149	13.9	0.8	1.1	1.1
Roosevelt	5H	0783	Brockton H S	56	6.8	0.3	0.4	0.3
Roosevelt	4E	0777	Culbertson Elem	179	15.5	1.2	1.3	
Roosevelt	4H	0778	Culbertson H S	102	8.4	0.9	0.8	
Roosevelt	5E	0786	Froid Elem	69	8.8	0.5	0.6	0.1

APPENDIX C

Montana Public School District Enrollment FTE 1999-2000

Teacher includes classroom, music, art, PE/health, special education, Title I

Specialist includes library and guidance

					--- Full-time equivalents (FTE) ---			
County Name	Size Category	LE	District Name	Enrollment	Teacher	Supt/Prin	Specialist	Coord/Dir
Roosevelt	5H	0787	Froid H S	31	5.4	0.5	0.5	0.1
Roosevelt	5E	0774	Frontier Elem	150	7.8	1.0	0.8	
Roosevelt	3E	0775	Poplar Elem	774	64.6	2.7	4.7	1.0
Roosevelt	3H	0776	Poplar H S	229	16.0	1.3	3.5	1.0
Roosevelt	3E	0780	Wolf Point Elem	693	53.1	3.8	4.8	0.1
Roosevelt	3H	0781	Wolf Point H S	318	20.5	1.3	1.7	
Rosebud	5E	0800	Ashland Elem	100	8.5	1.0	0.4	
Rosebud	6E	0789	Birney Elem	15	2.0			
Rosebud	3E	0796	Colstrip Elem	603	54.3	3.6	3.8	2.7
Rosebud	3H	0797	Colstrip H S	302	26.3	1.4	3.2	4.1
Rosebud	4E	0790	Forsyth Elem	326	20.7	1.2	1.8	
Rosebud	4H	0791	Forsyth H S	169	13.2	0.7	1.1	0.1
Rosebud	3E	0792	Lame Deer Elem	420	32.4	2.5	2.5	2.3
Rosebud	4H	1230	Lame Deer H S	169	15.0	1.5	1.0	1.3
Rosebud	6E	0788	Rock Spring Elem	2	1.0			
Rosebud	5E	0794	Rosebud Elem	49	7.1	0.6	0.3	
Rosebud	5H	0795	Rosebud H S	37	5.8	0.4	0.4	
Sanders	6E	0813	Camas Prairie Elem	13	1.0		0.7	
Sanders	5E	0809	Dixon Elem	50	6.7	0.8	1.4	0.2
Sanders	4E	0814	Hot Springs Elem	164	9.1	0.6	0.6	
Sanders	5H	0815	Hot Springs H S	62	4.6	0.5	0.3	
Sanders	4E	0811	Noxon Elem	163	8.9	0.6	1.1	
Sanders	4H	0812	Noxon H S	106	9.3	1.5	0.9	
Sanders	5E	0808	Paradise Elem	54	5.4		0.2	
Sanders	4E	0802	Plains Elem	322	21.5	1.6	1.5	
Sanders	4H	0803	Plains H S	191	12.7	1.5	1.3	0.1
Sanders	4E	0804	Thompson Falls Elem	376	23.1	2.0	2.4	0.5
Sanders	3H	0805	Thompson Falls H S	238	14.9	1.0	1.3	0.5
Sanders	5E	0807	Trout Creek Elem	107	7.5	1.0	0.5	
Sheridan	4H	0822	Medicine Lake K-12 Schls	148	16.1	1.6	1.4	
Sheridan	2K	0831	Outlook K-12 Schools	43	9.2	1.0	0.4	
Sheridan	1K	0828	Plentywood K-12 Schools	481	35.0	3.0	2.3	
Sheridan	5H	0819	Westby K-12 Schools	72	10.7	1.0	0.7	0.1
Silver Bow	1E	0840	Butte Elem	3,646	205.5	9.5	15.8	2.3
Silver Bow	1H	1212	Butte H S	1,624	101.5	3.5	8.0	3.8
Silver Bow	6E	0843	Divide Elem	20	2.0		0.1	
Silver Bow	6E	0844	Melrose Elem	18	2.0		0.1	
Silver Bow	4E	0842	Ramsay Elem	158	11.5	1.0	0.9	
Stillwater	4E	0861	Absarokee Elem	272	16.4	1.4	1.3	
Stillwater	4H	0862	Absarokee H S	129	9.6	1.2	0.8	0.1
Stillwater	3E	0848	Columbus Elem	462	26.5	2.0	3.0	
Stillwater	3H	0849	Columbus H S	213	13.6	1.5	1.3	
Stillwater	6E	0853	Fishtail Elem	17	2.0			
Stillwater	6E	0852	Molt Elem	10	1.0			
Stillwater	6E	0857	Nye Elem	11	1.0			
Stillwater	4E	0846	Park City Elem	208	12.5	1.4	1.0	
Stillwater	4H	0847	Park City H S	114	8.9	0.8	0.6	0.3
Stillwater	5E	0858	Rapelje Elem	55	5.9	0.5	0.4	
Stillwater	5H	0859	Rapelje H S	26	5.5	0.5	0.2	0.1
Stillwater	5E	0850	Reedpoint Elem	60	5.1	0.5	0.4	
Stillwater	5H	0851	Reedpoint H S	43	5.0	0.5	0.4	0.1
Sweet Grass	4E	0865	Big Timber Elem	343	21.4	1.0	1.3	
Sweet Grass	6E	0872	Greycliff Elem	34	3.5			
Sweet Grass	6E	0875	Mcleod Elem	21	2.0			
Sweet Grass	6E	0868	Melville Elem	25	2.0			
Sweet Grass	4H	0882	Sweet Grass Co H S	180	16.3	1.5	1.4	0.8
Teton	5E	0889	Bynum Elem	44	5.0			
Teton	4E	0883	Choteau Elem	338	21.6	2.0	1.7	

APPENDIX C

Montana Public School District Enrollment FTE 1999-2000

Teacher includes classroom, music, art, PE/health, special education, Title I

Specialist includes library and guidance

County Name	Size Category	LE	District Name	Enrollment	--- Full-time equivalents (FTE) ---			
					Teacher	Supt/Prin	Specialist	Coord/Dir
Teton	4H	0884	Choteau H S	175	11.7	1.0	1.1	
Teton	2K	0893	Dutton K-12 Schools	136	15.4	1.0	0.8	0.1
Teton	4E	0890	Fairfield Elem	227	12.4	1.5	1.8	
Teton	4H	0891	Fairfield H S	158	12.6	1.5	0.9	0.4
Teton	5E	0896	Golden Ridge Elem	33	4.0			
Teton	6E	0900	Greenfield Elem	67	4.6	0.3	0.3	
Teton	5E	0898	Pendroy Elem	29	3.0			
Teton	5H	0894	Power Elem	94		0.3	0.5	
Toole	6E	0895	Power H S	66	6.1	0.2	0.3	0.6
Toole	3E	0915	Galata Elem	10	1.0			
Toole	3H	0910	Shelby Elem	480	31.6	2.5	2.6	
Toole	2K	0911	Shelby H S	241	18.0	1.5	1.5	0.3
Treasure	2K	0903	Sunburst K-12 Schools	304	22.7	2.0	1.9	
Valley	5E	0923	Hysham K-12 Schools	183	16.3	1.0	1.9	0.5
Valley	5H	0927	Frazer Elem	110	13.2	0.7	0.8	0.4
Valley	1K	0928	Frazer H S	40	6.3	0.3	0.3	0.4
Valley	5E	0926	Glasgow K-12 Schools	891	61.6	4.0	6.0	1.9
Valley	5H	0932	Hinsdale Elem	81	9.7	0.4	0.7	0.2
Valley	6E	0933	Hinsdale H S	37	2.8	0.3	0.5	0.1
Valley	2K	0941	Lustre Elem	35	4.3		0.1	
Valley	2K	0937	Nashua K-12 Schools	159	14.8	1.5	1.1	0.1
Wheatland	4E	0935	Opheim K-12 Schools	79	13.7	1.0	0.5	0.1
Wheatland	4H	0945	Harlowton Elem	264	17.6	1.1	0.5	
Wheatland	5E	0946	Harlowton H S	92	9.0	0.9	0.3	0.1
Wheatland	5H	0948	Judith Gap Elem	67	6.6	0.5	0.5	
Wheatland	6E	0949	Judith Gap H S	32	4.3	0.5	0.3	
Wheatland	6E	0947	Shawmut Elem	14	1.0			
Wibaux	2K	0944	Two Dot Elem	5	1.0			
Yellowstone	1E	0964	Wibaux K-12 Schools	211	19.9	1.5	1.9	0.3
Yellowstone	1H	0965	Billings Elem	10,392	603.5	34.2	58.4	7.8
Yellowstone	4E	0966	Billings H S	5,485	291.2	13.8	30.8	10.0
Yellowstone	5E	0968	Blue Creek Elem	159	9.4	1.0		
Yellowstone	5H	0978	Broadview Elem	116	8.6	0.5	0.6	
Yellowstone	4E	0979	Broadview H S	55	6.2	0.5	0.3	
Yellowstone	2K	0969	Canyon Crk Elem	250	15.5	1.0	0.6	
Yellowstone	4E	0975	Custer K-12 Schools	92	11.3	1.0	0.9	
Yellowstone	5E	0972	Elder Grove Elem	314	18.7	1.0	1.0	
Yellowstone	1K	0981	Elysian Elem	131	10.5	0.8	0.4	
Yellowstone	4E	0983	Huntley Project K-12 Schls	761	47.1	4.0	4.0	
Yellowstone	2E	0989	Independent Elem	231	14.6	1.0	1.1	
Yellowstone	2H	0970	Laurel Elem	1,219	72.1	4.5	5.8	0.5
Yellowstone	2E	0971	Laurel H S	630	36.3	2.5	3.0	1.0
Yellowstone	6E	0967	Lockwood Elem	1,244	71.5	4.0	5.5	1.9
Yellowstone	5E	0976	Morin Elem	32	3.0			
Yellowstone	3E	0987	Pioneer Elem	71	5.1		0.1	
Yellowstone	3H	0985	Shepherd Elem	575	35.9	2.0	2.2	0.2
Yellowstone	5E	0986	Shepherd H S	274	20.9	1.5	1.8	0.3
		1196	Yellowstone Academy Elem	63	17.2	2.3	1.1	
State Totals				157,556	10,353	654	853	156

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